

Working with diversity in collaborations

TIPS and TOOLS





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PREPARED BY:

Wilma Gormley and Linda Spink

With Jawara Lumumba, Dee Hahn-Rollins, Vicki Wilde

THE ORGANIZATIONAL CHANGE PROGRAM FOR THE CGIAR
THE CGIAR GENDER AND DIVERSITY PROGRAM



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Linda Spink
CEO, TRG

Vicki Wilde
Program Leader, G&D

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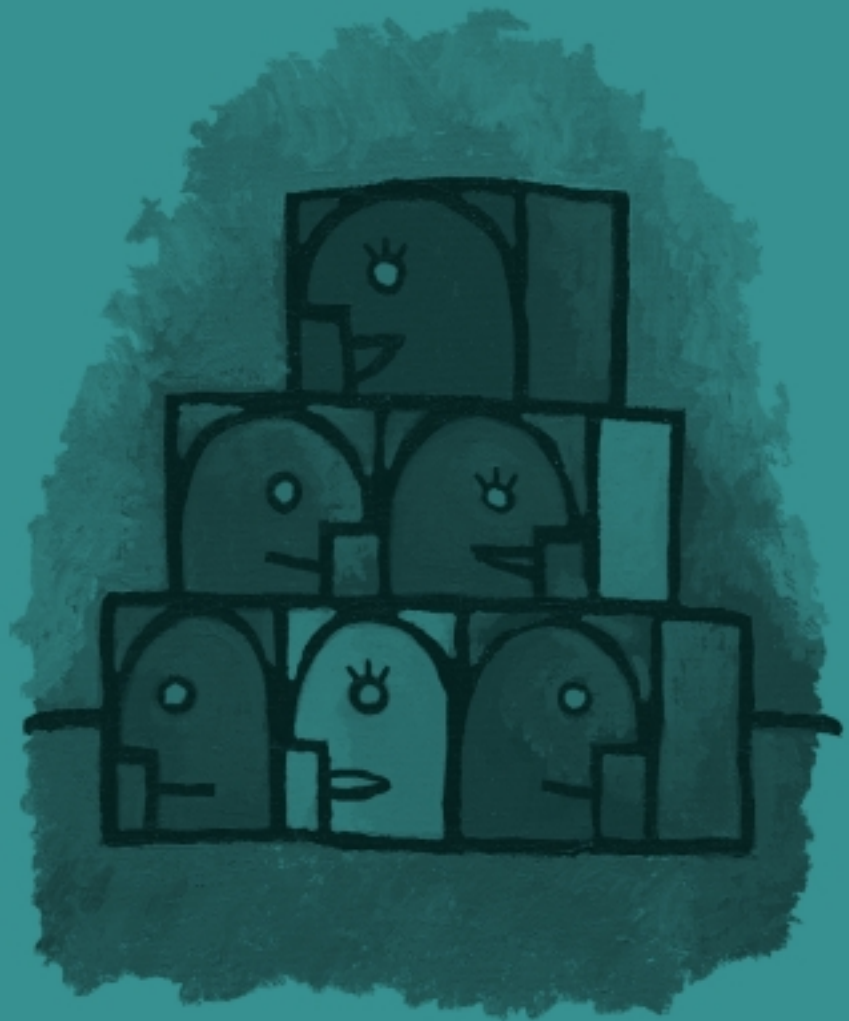
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Chapter 1

INTRODUCTION





Introduction

IN THEIR QUEST TO IMPROVE PERFORMANCE, many organizations throughout the world now expect staff to be adept at intra/inter-organizational collaboration. Such collaboration can take many forms: teams, task forces, or committees that involve certain members of a particular organization or organizations, for example, or broader collaborations in which entire bodies enter into alliances, networks, coalitions, or partnerships.

Collaboration — the intent to work in association with others for mutual benefit — implies positive, purposeful relationships that can accomplish together what no individual member could bring about separately. Among the factors contributing to this movement are globalization of the economy, market pressures, advances in information technology, and the end of the Cold War — all stimulating organizations to seek new ways of creating value. Moreover, countless organizations are seeking ways to organize and leverage increasingly scarce resources and skills.

The Consultative Group on International Agricultural Research (CGIAR), is in many ways reinventing itself to better serve its stakeholders and recipients. Much of this restructuring demands that work be undertaken by multidisciplinary teams. Additionally, partnerships and strategic alliances among CGIAR's stakeholder groups are becoming more common.

Concurrently, all the International Centers supported by the CGIAR must seek to enhance and expand the value added by all staff, regardless of the type of work the Centers are performing. Although Centers have long featured staff of diverse national backgrounds, creating and maintaining a work climate in which all staff can contribute their best has never been more important. Now, more than ever, Centers must ensure that stakeholders and donors view the work Centers perform as relevant and having significant impact upon issues of global food security.

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holders and donors view the work Centers perform as relevant and having significant impact upon issues of global food security.

As Centers grapple with both the opportunities and the challenges of unleashing the energy and talent of their diverse staff, three recent trends have led to renewed interest in working intentionally and systematically with diversity:

- ① More women from all over the world and women/men from developing countries participating in scientific, professional, and managerial fields relevant to the Centers
- ② Significantly expanded reliance upon collaborative modes of research through partnerships and teams

- ⦿ Resource pressures that call for ensuring impact, increasing efficiency, and “doing more with less.”¹

The goals of both collaboration and diversity integration are to enable people to work together in new ways to accomplish better results. This handbook seeks to help individuals, teams, partnerships, or other collaborative efforts become more effective by helping them to strengthen their understanding and skill in working with diversity within such collaborative arrangements

The handbook contains five sections and an appendix:

Chapter 1

INTRODUCTION

Discusses the purpose of this publication and its organization.

Chapter 2

BENEFITING FROM DIVERSITY: KEY ELEMENTS

Describes the concept of celebrating diversity, approaching it as an asset to be used and developed rather than a problem to be managed.

Chapter 3

KEY ELEMENTS OF COLLABORATION

Describes basic principles for forming and sustaining collaborative ventures.

Chapter 4

USING DIVERSITY TO STRENGTHEN COLLABORATIONS

Identifies the opportunities and challenges for integrating diversity into collaborative efforts, and offers tips and tools for ensuring that staff are diversity aware and proficient.

Chapter 5

CONCLUSION

Provides summing-up remarks.

Appendices

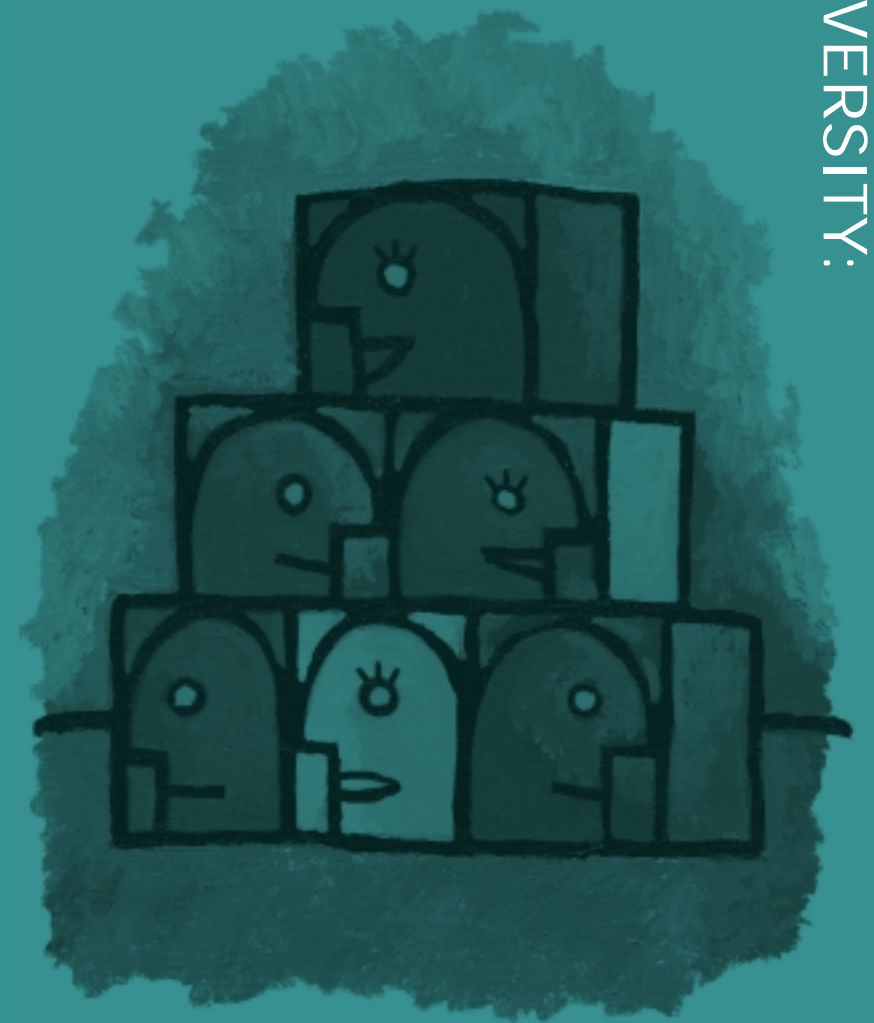
Contain exercises that can be used in collaborative ventures to strengthen awareness and proficiency in working with diversity.

Several times throughout this handbook we mention: Starting and Maintaining Effective Teams: A Guidebook for the CGIAR; Practical Considerations for Forming Partnerships; and Strengthening Virtual Collaboration and Teamwork. These publications, part of CGIAR's **Tips and Tools Series**, outline steps in team and partnership start-up processes, offer tips, and describe the desired outcomes from such a process. Copies of these documents may be obtained by contacting Lspink@trg-inc.com, or by visiting the CGIAR's Organizational Change Program website at <http://www.trg-inc.com/orgchange>. [Click on Collaborative Alliances to access the Tips and Tools link.].

Also mentioned several times is: Working with Diversity: A Framework for Action, part of the Gender and Diversity Program's working paper series. Copies of this document may be obtained by contacting v.wilde@cgiar.org, or by visiting the CGIAR Gender and Diversity Program website at <http://www.genderdiversity@cgiar.org>. [Click on Resource Center to access the working paper series.].

Chapter 2

BENEFITING FROM DIVERSITY: KEY ELEMENTS





Benefiting from Diversity: Key elements

ALTHOUGH THE INTERNATIONAL CENTERS have many years of experience in working with a diverse staff, much remains to be done. In today's global and competitive environment, organizations that can capitalize on their diversity are certainly in a position to perform better than organizations without the advantages diversity can bring. These advantages are significant: diversity can enhance creativity and innovation; it can broaden and deepen the reservoir of skills, talents, ideas, work styles, and professional and community networks from which an organization draws. All such advantages become increasingly important as organizations within the CGIAR system address difficult problems and seek to respond nimbly to rapid changes and new opportunities.²

Diversity is a complex concept. For example, while diversity efforts have the potential to strengthen organizational effectiveness, experience has shown that realizing the full benefits of diversity is neither simple nor straightforward. It is one thing to create diversity by recruiting people of different nationality, cultural background, race, gender, sexual orientation, religion, discipline, or work style; it is quite another to develop a supportive work environment in which people of diverse backgrounds can perform at their highest levels, contribute fully to the organization, and feel professionally satisfied. Even more challenging is the task of integrating fully the varied knowledge experiences, perspectives, and values that people of diverse backgrounds bring into the strategy, goals, work, products, systems, and structures of an organization.

Sometimes, organizational performance issues or problems can be quite easily traced to diversity; more frequently, however, root causes of performance problems are more difficult to determine. Figure 1. Signs that Diversity Issues Could be Hampering Performance can help sharpen thinking relative to ways that focusing on diversity could improve results and impact.

Even though realizing the full benefits of diversity can be challenging, the results from successful diversity efforts are substantial. The Gender and Diversity Program of the CGIAR outlines nine motive forces that "build the business case" for working with diversity in a meaningful way:

- 1 Enhanced innovation, creativity, and problem-solving capacity
- 2 Stronger collaborative modes of working
- 3 Broader access to clients, beneficiaries, investors, and other stakeholders
- 4 Responsiveness to changing work force demographics
- 5 Better retention of high-quality staff

Signs that Diversity Issues Could be Hampering Performance

- ⊙ Much of the team's work is devolving to members of the dominant culture; members from nonmajority cultures are somewhat less involved and perhaps seem less interested.
- ⊙ Predominant communication seems to flow more among those members who are more similar than different.
- ⊙ Meeting attendance is dropping among nonmajority members.
- ⊙ Meetings are dominated by a few, while others remain fairly silent; a few people do all the talking during teleconferences.
- ⊙ A good deal of subgrouping is taking place among members, usually breaking down along social, cultural, or cognitive-functional lines.
- ⊙ There is some grumbling about workloads being unfair or about some members not meeting their commitments.
- ⊙ Some members seem to be waiting for the team leader to give them more direction than the leader thinks should be necessary.
- ⊙ Members complain about one another but aren't willing to give feedback or put the issue on the table.
- ⊙ In meetings dominant members sometimes repeat what has just been said by less-dominant members.
- ⊙ A member from a minority group, who should be doing well, is struggling.
- ⊙ Members verbally deny or claim to be unaware of any diversity issues within this team or partnership.

- 6 Enhanced operational effectiveness
- 7 Promotion of social justice and equity
- 8 Responsiveness to organizational mandates and directives
- 9 Superior performance and industry reputation

The ultimate goal in working with diversity is to weave it into the fabric of the organization — into all the dimensions of work, structures, and processes.³ Collaborative alliances — bringing together the many diverse elements of education/training, discipline, culture, race, gender, education, class, and sexual orientation — personify both the potential and the challenges of diversity. When effective, good diversity practices can enhance the results of the collaboration. When ignored, the potential tensions and misunderstandings can seriously impair a group's effectiveness and individual satisfaction.

THREE DIVERSITY “LENSES”

When speaking of diversity, it is important to recognize its many aspects: diversity in perspective, knowledge, and experience arises from disciplinary focus, professional training, and occupational specialization; it also stems from demographic characteristics such as age, race, ethnicity, nationality, gender, class, and sexual orientation. All shape the life experiences, expectations, and world views of individuals.

Working with Diversity, A Framework for Action, a paper published by the CGIAR Gender and Diversity Program, defines three lenses for viewing diversity, examining how differences in group affiliation affect the organization's work culture, systems, and work practices; its social relations; and its members' behaviors and work and career outcomes. These lenses differ primarily in the types of group differences treated, with each lens illuminating specific dimensions of diversity.

In international organizations such as the CGIAR, diversity is complex because staff

diverge along multiple dimensions of identity. Stakeholders, partners, clients, and beneficiaries, too, represent a wide range of cultural, social, economic, and political systems. The Centers' work is targeted to a plurality of regions and countries with diverse agro-ecological and socio-economic conditions.⁴ The lenses described in the following paragraphs provide a way of parsing this complexity.

Social Differences Lens

The social differences lens focuses on differences shaped by “membership” in visible social categories such as race, gender, class, age, or sexual orientation. Our identity in these social categories is derived both from our own knowledge of what it is like to be part of a particular group (e.g., women) and from the way others view the value of being a member of that group. Often, societies and organizations distribute power, opportunities, and resources differently within and across these categories. As a result, in most societies, legislation exists to prevent discrimination based upon these social categorizations and to promote equal opportunity.

Following is one example of a situation involving social differences that, if unrecognized, might negatively affect the outcomes and personal satisfaction of staff involved.

Gender exclusion. Because there are fewer female scientists in Centers, important task forces or special initiatives may not include women and, as a result, the perspectives that might come from their gender are neither heard nor understood.

Cultural Differences Lens

The cultural differences lens focuses on how people's cognition, values, beliefs, norms, communication styles, social relations, work behaviors, and ways of organizing and managing are influenced by the culture in which they grew up, or live and work. The cultural differences lens helps us to understand how short- and long-term expatriates can best adapt to new environments, as well as readapt to their own countries after long absences. It also explains multiple influences on an organization's culture: how an organization's headquarters or suboffice is shaped by the host country culture, the more-global culture of the CGIAR itself, and a given Center's history and the culture of its founders, etc.

This lens allows cross-cultural comparison across established value dimensions: for example, the extent to which societies accept that power is distributed unequally. In contrast to social differences, cultural differences are harder to “see” but may be much more important causes of misunderstanding among people working in multicultural organizations. Surfacing and then working with relevant cultural differences and preconceptions is a crucial step into creating effective international teams and organizations.

Here are two examples of ways cultural differences might manifest themselves:

Relationships and trust. National cultural differences become apparent when one observes how relationships and trust are built. In some cultures, for example, trust is built through a long and slow development of personal relationships and is enhanced by familial or personal connections and history. Others build relationships and trust more quickly and base it upon task competency and the reliability of someone's words and actions.

Role of leadership in organizations. Perspectives differ on the leadership role — what leaders should say and do. Some cultures expect leaders to be directive and authoritarian, with staff as willing followers; others expect leaders to be more democratic and to encourage participation from staff, who are expected to share in decision making, state their opinions, and disagree with leaders when they believe it important. These differing perspectives can cause dissonance, confusion, and irritation among leaders and staff.

Cognitive-Functional Lens

The cognitive-functional lens focuses on diversity in task-related knowledge, skills, abilities, and experience, including the styles by which individuals access and use information and knowledge (e.g., Myers-Briggs type and preferred learning styles). Educational background, disciplinary training, and organizational tenure/function/specialization/level shape task-related knowledge and skills. The cognitive-functional lens places its emphasis more on the ways this diversity plays out in everyday working practices, such as decision making, than on the person's career opportunities as in the first lens.

This lens also highlights the fact that organizations' functional or disciplinary areas tend to have their own cultures and indeed even their own jargon ("cookies," "bugs," and "mouse" mean very different things to the IT and catering departments). These factors shape how the organizations identify, frame, and solve problems. Inter-disciplinary teams, therefore, need the same kind of proactive facilitation as do international teams in order to harness the broader and more-effective solutions.

Here is one example of a functional difference that may negatively affect teamwork and staff satisfaction.

National vs. international. In some Centers, the national researchers believe they have much valuable on-the-ground information that could and should be considered when research agendas are developed and implemented. Their experiences are, however, that international researchers often tend not to listen or give as much credence to nationals' input as to that of international researcher colleagues.

USING THE LENSES

In the diversity field a degree of controversy exists among some professionals over which of the three lenses is the "correct" one to use; however, many believe it more useful to view the lenses holistically, understanding that they overlap and come together in different ways.

In the CGIAR — and in the world in general — not only do we have diverse identities, but also our diverse traits are often valued differently. Depending upon the social, cultural, and functional context, some identities confer power and advantage while in other contexts those same characteristics confer less power or may even be a source of disadvantage. In other words, diversity frequently translates into differing treatment and opportunities: rarely is there a "level playing field" for all members of diverse groups. Each of the three lenses suggests different ways that advantage and disadvantage may emerge.⁵

It is generally true that we are less conscious of our sources of advantage than of our sources of disadvantage! For example, within the context of the CGIAR, statistics would support the impression that being a woman is disadvantageous when seeking a senior management post. Most CG women are keenly aware of this, while many of the men may not be. In some Centers the work of natural scientists may be perceived as more important, and therefore this group may have more influence than do the social scientists. This perception may then affect a person's access to certain professional networks and physical resources (e.g., clerical support, funding, and technologies). Or, people who express themselves more overtly (for instance, an extrovert preference on MBTI) may be seen as more influential than people who first like to think things through internally (an introvert preference).

Issues of diversity in the real world are complex, subtle, and intricately woven into day-to-day events. The following case study, based upon real-life examples, demonstrates a few ways diversity issues can manifest themselves.⁶

ADVANCE, a partnership initiative composed of four different organizations, has as its mandate the development and implementation of a new research and development program funded by the United Nations Agency for Sustainable Development (UNASD).

The lead partner in this collaborative venture is Research Institute on Natural Resources Management (RINRM), an international research center based in Latin America. Other partners are Support for Sustainable Agriculture For Farmers (SSAFF), an international NGO; Food for Children, an NGO active in the region, and the National Agricultural Research Institute in Lenapa (NARIL), one of the larger countries in the region.

RINRM (the international research center), SSAFF (the international NGO), and NARIL (the national research institute) have worked together many times and enjoy strong working relationships. Food for Children, however, has worked with none of these organizations previously.

Food for Children, a small advocacy organization devoted to raising consciousness about the importance of nutrition in child health, was founded some years ago by two women: a Lenapan and an American. Most of Food's staff, all committed to advocating for change, are women from the lesser-resourced countries in the region. Although Food for Children has received UNICEF funding previously and has experience working at both community and national levels in policy reform, the organization has little experience working on a project like ADVANCE.

Two years into the project, an assessment team conducting a mid-project review found these problems:

- ⦿ RINRM was very concerned about Food for Children and its contributions to the project. RINRM staff believed that (a) Food staff's technical skills were not up to standard; (b) Food staff took needlessly controversial positions on issues and were unnecessarily confrontive politically; and (c) Food staff did not work within ADVANCE as team players, often taking on new efforts without involving or informing the other partners.
- ⦿ Food for Children staff were equally displeased with RINRM, believing that (a) RINRM staff saw only the science of nutrition issues and thus neglected areas dealing with policy reform; (b) RINRM was unwilling to challenge the status quo and inept at dealing with policy issues at the national levels; (c) both RINRM and SSAFF, predominantly white European and American males, were difficult to work with.
- ⦿ Food for Children believed the other partners made decisions without involving Food staff and did not value their contributions. These staff said they were rarely invited to meetings and that, when they were, they were unable to influence the decisions being made. Food for Children gave examples of both other organizations having spoken negatively to the donor about Food for Children.
- ⦿ NARIL staff were concerned about the way Food for Children advocated for issues, noting that Food staff seemed unconcerned about offending people and unconcerned as well about establishing long-term trusting relationships with stakeholders and officials. In turn, Food staff felt that all the other organizations were more interested in getting additional funding from the donor than in getting the real issues on the table.
- ⦿ NARIL staff were also concerned that the project was moving swiftly forward without involving the agriculture extension services. Instead, the project was using SSAFF field staff to reach out to the farmers. NARIL felt the SSAFF staff, while very experienced, did not understand local conditions and were not able to interact with the farmers as well as extension agents would. NARIL also felt that from time to time RINRM and SSAFF made decisions without involving NARIL and that SSAFF was receiving more than its share of the funding.

The issues this case study illuminates are not uncommon. Do these issues relate to diversity? Some would probably say no, suggesting that, although the partnership is not working as well as it should, factors other than diversity are to blame. Upon reflection, however, one sees several ways in which diversity issues are playing a role in the unfolding of this project:

- ⊙ Using the social differences lens, one sees issues of gender, race, and ethnicity: most of the staff at Food for Children are women, while most of the staff in the other organizations are men; Food staff are predominantly from under-resourced countries, many of whom are neither white nor from the North; These social differences could be contributing to the partners' lack of understanding and discomfort in working together.
- ⊙ Using the cognitive-functional lens, one can see the potential for diversity issues arising, since some of these organizations come from different functional areas. In fact, the need to cover these different functional areas is why the partnership was formed in the first place. RINRM staff are predominantly scientists, highly trained and internationally recruited. SSAFF is an international NGO whose staff are both scientists and programmers. Food for Children, on the other hand, is an advocacy organization that draws its staff from grassroots movements. As such, these staff are more interested in advocating for social change than in the specifics of "good science." Staff from RINRM and SSAFF are concerned about future work and don't want to upset donors.
- ⊙ Within the project there are certainly issues of power equity [equity here being when all parties feel that other partners respect them and value their contributions]. Power equity also means that each organization believes it can influence the direction and focus of the partnership's vision and strategy. Two of the partners are international organizations, accustomed to working together and well connected to stakeholders from the donor community. These staff are comfortable with one another, see one another socially from time to time, think somewhat alike, and slip into dominating how decisions within the partnership are made. They have easy access to important stakeholders and know how to influence the thinking of those stakeholders.
- ⊙ Food for Children is small and staffed by women, many from developing countries. They have fewer organizational resources than the other two organizations, they have less experience in working within this context, and they do not have the same access to key stakeholders. Clearly, the two larger organizations are giving the impression of undervaluing the contributions of Food for Children. The two larger organizations also appear to be making decisions and establishing direction without involving the smaller organization. These power inequities are a factor in how effectively these organizations will continue to work together.
- ⊙ NARIL staff (national scientists) have not had the same levels of experience as RINMR and SSAFF staff. NARIL, too, feels left out of strategy formulation and decision making.
- ⊙ The partnership had no real mechanism for giving and receiving feedback. Feedback is always difficult, especially when the staff and the organizations themselves are so diverse.
- ⊙ Apparently, meetings are held infrequently, and when they do take place RINRM and SSAFF staff dominate the discussions and make most of the decisions.
- ⊙ Further probing revealed that this partnership had not discussed its diversity and had no plan for using that diversity wisely. In the absence of this attention to diversity as an asset to be developed, nurtured, and used, the value from diversity went unrealized and in fact became a liability.

To enhance collaboration and thus improve results, the project might benefit from a careful examination of how the partners' differences are affecting progress and also from discussions to develop practices for working with the collective strengths these differences bring.

Chapter 3

KEY ELEMENTS OF COLLABORATION





Key Elements of Collaboration

THIS CHAPTER DESCRIBES what is meant by collaboration, teams, and partnerships. It lists the foundation and sustaining elements of effective teams and partnerships and sets the stage for making diversity an equal player in strengthening collaborative efforts.

Collaboration

Defined as working in association with others for mutual benefit, collaboration implies positive, purposive relationships among individuals and/or organizations that retain autonomy, integrity, and distinct identity. That same autonomy means that partners in a collaboration also retain the potential to withdraw.⁷

Teams

A team has been defined as a small number of people with complementary skills who are committed to a common purpose, goal, and interdependent approach for which they hold themselves mutually accountable.⁸ In the International Centers today are many kinds of teams – multidisciplinary research teams, finance teams, administrative teams, topical task forces, management teams, and so on. [Figure 2 lists six key elements for the successful operation of such teams.]

Partnerships

Partnerships or alliances are two or more organizations with complementary areas of expertise that commit resources and work together to achieve a mutually beneficial outcome that would have been difficult for each to reach alone.⁹ (As defined by the Tips and Tools Series for Collaborative Alliances, published by the Organizational Change Program for the CGIAR Centers.)

Often, partnerships function very differently from traditional organizations. Because partners must engage in joint decision making and control, hierarchical structures do not work well within partnerships. Partners can no longer focus solely on their own self-interest but must instead pursue policies that benefit all partners mutually. Control, as a concept, is no longer relevant. Work gets done through influencing, persuading, educating, and collaborating.¹⁰

Within successful partnerships are always two key elements:

- ⊙ **Foundation elements.** These require thought and effort in the initial stages of the partnership.
- ⊙ **Sustaining elements.** These are the “process” elements that keep the relationship vital.

If the partnership is to be successful, thought must be given to both of these elements, which are expanded upon in Figure 2.

Important Elements of Successful Collaborations

COLLABORATION IN TEAMS

- ⊙ **SMALL NUMBER OF PEOPLE**
Most successful teams are small, ranging between two and twenty members but usually having six to ten.
- ⊙ **COMPLEMENTARY SKILLS**
A team's complementary skills are reflected in the combination of knowledge, ability, and experience required to perform effectively. To be effective the team needs technical expertise — the know-how related to technical aspects of the assignment; decision-making and problem-solving skills — the ability to solve problems and make decisions with others; and interpersonal skills — the ability to communicate effectively and build trusting, respectful relationships.
- ⊙ **COMMON PURPOSE**
This is the team's task or reason for existing, which is shared by all team members and in some way motivates and/or inspires each person.
- ⊙ **SPECIFIC GOALS**
The desired results the team agrees to produce are reflected in the team's specific goals — goals that define success. Without clear measures of success, team efforts remain unfocused and unstable.
- ⊙ **INTERDEPENDENT APPROACH**
This approach includes a coordinated plan for reaching the goal and shared methods for performing team tasks. The team must agree upon who will do what, including who will lead, how schedules will be set and adhered to, how the team will make decisions, and more. Team member interdependence should breed a group synergy that makes maximum contributions possible.
- ⊙ **MUTUAL ACCOUNTABILITY**
Given the interdependence of the work, team members must develop a sense of mutual accountability, a feeling that they rise or fall together rather than as individuals.

COLLABORATION IN PARTNERSHIPS

Foundation Elements

- ⊙ **COMPELLING VISION**
Partnerships need members and leaders who can develop compelling visions with a strong sense of purpose that defines the problem(s) to be addressed and the strategies to be used.
- ⊙ **STRONG, PARTICIPATORY LEADERSHIP**
Leaders need to demonstrate their eagerness to build shared ownership of the problem and outcomes; they need to see the potential for the partnership and communicate it in inspiring ways; and they need to understand and address the differing interests of all the organizations in the alliance. Leaders must help all members of the partnership understand and appreciate their differing motivations, interests, skills, concerns, and social/cultural norms. Leaders must model trust-building actions.
- ⊙ **SHARED PROBLEM DEFINITION AND APPROACH**
Partners need to agree upon the nature of the problem(s), the desired results, the analytical frameworks to be used, and the appropriate action or strategies to be implemented.
- ⊙ **POWER EQUITY**
It is vital that all parties feel the other partners respect them and value their contributions. As well, each organization needs to feel it can influence the direction and focus of the partnership's vision and strategy.
- ⊙ **INTERDEPENDENCE AND COMPLEMENTARITY**
Early on, partners need to recognize their interdependence. Each partner brings skills, knowledge, or resources to the partnership that complement those of other members. Partners need to see that together the alliance will create new value, that is, something the partners could not do on their own.
- ⊙ **MUTUAL ACCOUNTABILITY**
Given the interdependence of partnerships, success depends upon each contributing member fulfilling its responsibilities and commitments in a timely fashion. Two strong motivational elements for holding partners accountable are shared ownership and a personal stake in the outcomes. However, partnerships with agreed-upon norms and sanctions, along with the willingness to exercise sanctions, are better able to hold members accountable than are those appealing only to good will.

(continued on page 16)

Important Elements of Successful Collaborations

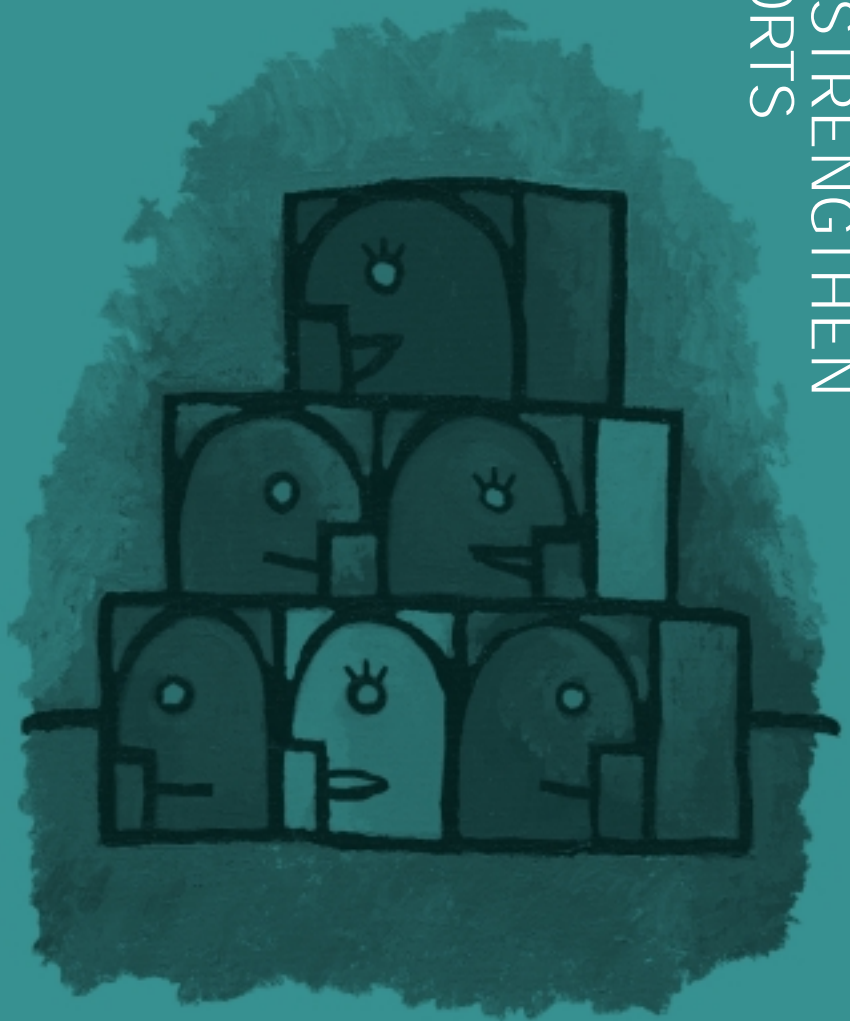
COLLABORATION IN PARTNERSHIPS

Sustaining Elements

- ⊙ **ATTENTION TO PROCESS**
Partnerships need to reach agreement on guidelines that help address factors such as communication among members, decision making, multicultural and nonverbal communication, conflict resolution, power differentials, and giving/receiving feedback.
- ⊙ **COMMUNICATION LINKAGES**
It is wise to create dense webs¹¹ or links among the partners at senior as well as operational levels. This can establish a climate for frequent and in-depth information sharing and increase understanding of the scope of talent and skill each partner can contribute to reaching the desired results.
- ⊙ **EXPLICIT DECISION-MAKING PROCESSES**
Members must establish clear agreements on the way partners will make decisions. While needing to be efficient, the decision-making process must also allow for active participation and consensus building. Real or perceived power imbalances among members must be taken into account when designing decision-making structures.
- ⊙ **TRUST, RESPECT, AND COMMITMENT**
Creating complete trust and commitment takes time and requires a number of actions. Among these are people doing what they say they will do, listening with the intent to understand what others are saying, understanding and protecting the interests of all members, sharing successes with others, and taking responsibility for mistakes.
- ⊙ **CREDIT AND RECOGNITION**
Partnerships that sustain motivation and achieve quality results are able to reward people justly and fairly for their successful efforts. Agreements must be reached on how partners share visibility, authorship, and intellectual property rights.

Chapter 4

USING DIVERSITY TO STRENGTHEN COLLABORATIVE EFFORTS





Using Diversity to Strengthen Collaborative Efforts

WITHIN ANY COLLABORATIVE EFFORT, diversity should be viewed as a valuable asset. If members work together effectively, a diverse staff can define and create new opportunities, reach new clients and beneficiaries, solve problems in new ways, bring about needed change, and in general add significant value. At the same time, to nurture and use diversity effectively presents a number of challenges. This chapter describes some of those challenges; it also suggests ways to work more intentionally with diversity both early on and throughout collaborative relationships to ensure that its potential for adding value is realized.

BUILDING UPON DIVERSITY DURING THE START-UP PHASE

Beginnings are critical for building any successful collaborative venture. During this critical period people form “first impressions” and often solidify their assumptions about the collaborative experience. People are also focused on very basic questions:

- ⊙ Who are we?
- ⊙ What is our purpose?
- ⊙ What are we supposed to do?
- ⊙ What is the role of our leadership?
- ⊙ What are the roles of our members?
- ⊙ What do all our different members bring to the table?
- ⊙ How will our members work together?
- ⊙ How do I fit into the group?

In the start-up phase the goal and challenge is to address these questions and begin to define and also appreciate the diversity within the group. This is a time to build the foundation elements of collaborative endeavors outlined in Figure 2 on page 14. A careful beginning will ease the pains, delays, and misunderstandings that groups suffer when they realize the impact their differences can make (or are making) upon their work.

Collaborative efforts are significantly strengthened by a start-up meeting of one to three days attended by key staff from all the partner organizations. Since tone and trust are set by those initial gatherings, it is important to have time to review questions, learn about expectations, and build the trust, mutual understanding, and shared values and behaviors that bind members and make possible the cooperative action¹² that will sustain good working relationships over time and distance. Do not rely on virtual means for start-up meetings.

It is often useful to have informal social activities such as morning coffee chats, lunches, or dinners. These events should be informal and encourage all members to interact with each other on both a personal and a professional level. CGIAR teams who have convened

face-to-face start-up meetings feel this early investment is worth while, as it helps people in the alliance work more effectively when separated and doing their work virtually.

In addition to discussing the partnership's mandate, vision, and work plans, it will be useful to discuss and make explicit assumptions, expectations, and hopes for working together. Sharing these assumptions and expectations can illuminate significant differences, and the partnership can develop agreements on how to work with those differences so all can contribute effectively. Here are a few topics that should be incorporated into a start-up meeting agenda:

1. Explore and highlight the diversity of the partnership

Individuals who are more similar than diverse may think alike and may unintentionally become a powerful force that shuts out the views of those who are different. When this happens, the collaborative effort misses the benefits that diverse outlooks bring to the table. It also can cause some members to "shut down," withdraw, or become less motivated. When this occurs, performance suffers. One might notice that less-motivated members attend fewer meetings, are less likely to complete their work on time, take on hard issues, and so on.

There are many ways to inventory diversity and to see how the differences can contribute to the effectiveness of the collaborative effort. One way to explore and highlight diversity is create a Diversity Bank. The Bank allows members to heighten their awareness of the diversity represented in the group. [See Appendix I for instructions on conducting this activity. Appendix III offers assistance in facilitating a discussion on personal diversity, which can be useful among members.]

2. Clarify expectations of how leadership will function

Within a collaborative unit, members sometimes differ in their expectations of leaders. While some are more accustomed to participatory styles of leading and managing, others may prefer a more-directive style. The concept of shared leadership, so important in alliances and partnerships, may be an approach to leading that is new. In some settings, for example, the more-participatory style can be seen as weak. In other settings consensus is the principle form of decision making, with people quite content to defer a decision until everyone is in agreement. In today's fast-paced business environment, this will be seen by many as too slow.

People often fail to discuss their differing expectations of leaders, which can contribute to a lack of alignment on leadership styles, this in turn creating discomfort and less-effective outcomes. During the start-up meeting the group should talk about and reach agreement upon their expectations of leadership. [The Leadership Assumption Scale in Appendix II provides statements for group members to discuss.] Once members better understand each other's assumptions, it is often easier to agree upon leadership roles or at the very least understand how the leader intends to carry out his/her role.

It is very important to be clear on what decisions will be made by the group, by the leader, or by individual members. Start-up should include a discussion on the how decisions will be made. [A framework for decision making can be found in the Guidebook on Starting and Maintaining Teams.]

3. Build agreements for how the members of the collaborative venture will work together

Since combining diverse organizations and individuals into a collaborative venture is a complex undertaking, it is important that partnerships and alliances create agreed-upon principles of partnership, or a code of ethics, describing the partners' vision of how they will work together to accomplish results.

Critical to any collaborative effort will be dealing constructively with issues of power equity. Power can be defined as the ability to influence or persuade. The majority or most powerful within any group can set the tone and influence discussions and decisions without being fully aware they are doing so. Social, cultural, and cognitive/functional differences play a serious role in influencing and persuasion. Thus, for a collaboration to reach its full potential, members with more power will need to open the doors for those with less.

It will be important to discuss and agree upon how the partnership will deal with conflict when it arises. Different cultures deal with conflict in different ways – some more directly than others. It will be very helpful to establish a process for resolving conflict right from the start.

It will be important as well to establish ground rules for handling visibility, authorship, and intellectual property of individuals and organizations, making sure that all see these procedures as fair.

Once the members of the collaborative venture agree upon how they will work together, the agreement should be converted into a covenant or partnership memo of understanding. [The *Guidebook on Practical Considerations for Forming Partnerships* explains how to do this in more detail. Appendix III contains instructions for leading a discussion about building and maintaining trust within diverse collaborative ventures.]

4. Monitor agreements

As part of the start-up meeting, have the group, team, or partnership decide how and when to monitor the start-up agreements being made. Typically, it is helpful to have a check-in sometime around three or six months. If this does not take place, an opportunity to reflect upon the partnership and make needed improvements will be lost. Most partnerships that do not monitor and make needed changes will find their effectiveness eroding or failing to reach its full potential.

BENEFITING FROM DIVERSITY THROUGHOUT THE LIFE OF THE COLLABORATION

While the foundation established during the start-up meetings is important, it is equally important to maintain focus and attention on maximizing the benefits of diversity throughout the life of the collaboration. Some of the issues covered in the beginning will continue to need attention, and new ones will emerge as the group develops. Here are some tips for working with these issues:

1. Continue to balance for power equity, and avoid dominance by any one group

As noted it is all too easy for the majority to set the tone and influence discussions without being aware they are doing so; thus, all staff working in collaboration must understand that power imbalances due to diversity will limit the potential of the collaboration. Issues of power equity should be addressed in start-up meetings and throughout the life of the partnership.

Appendix III, *Structured Discussions to Strengthen Awareness and Skill in Working with Diversity*, contains guidelines for leading discussions on power equity and on building trust. These can be useful exercises for staff working in collaborative ventures, and can be done at various times during the life of the project. The Diversity Climate Survey in Appendix V is a tool members can use to assess their proficiency in working with diversity. Appendices VI and VIII contain tips for individuals to increase their awareness and proficiency in working with diversity. These exercises should be

used from time to time to assure that the collaborative venture continues to reap (and even increase) the benefits from its diversity.

2. Manage the use of languages carefully

Language deeply affects the way people both think and store and access important information. Because we can never fully experience another person's thinking processes, we tend to forget the extent to which language structures the way we think, and how we approach and solve problems. For example, English — a frequently used language in international settings — could be described as a linear language good for solving logical and technological problems. Second-language English speakers able to bring their thoughts and ideas to a discussion sometimes seem unable to influence the logic of the way the problem is to be solved. This can be true with both oral and written usage of the language.

Silences and pauses mean different things in different languages. Some cultures are uncomfortable with silences and interpret a slow response to the question as not having been heard or as lack of competence on the part of the person(s) responding. In other cultures, silence is a sign of respect. Second-language speakers tend to speak less; some people may view people who speak less as having less to contribute.¹³ Another barrier can be the conversational rate; when caught up in the flow of a conversation, many mother-tongue speakers quickly forget that their speed and meaning may inhibit the comprehension of many second-language speakers.

The following are tips to ensure that language is not an insurmountable barrier to working effectively within diverse collaborative settings:

- ⦿ Use interpreters when needed; rotate languages when appropriate; talk about how to make language less of an issue; remain conscious of the power of the dominant language.
- ⦿ In meetings set a tone whereby individuals are given time and space to speak in their non-native language. It is important that native speakers do not interrupt or finish sentences for others, and that people remain nonjudgmental while working with people who are not speaking in their mother tongue. We are often too quick to make judgments about another's competency based upon what we see and hear that person saying and doing in their second, or even third, language.
- ⦿ Send out meeting agendas and working papers ahead of time, so that staff have time to read and comprehend the material before they are required to engage in discussion. If staff are expected to speak about things, even something as simple as a progress report, alert them ahead of time so they can prepare.
- ⦿ Do not expect e-mail and less-formal written communication to be "perfect"; provide editing help to staff working in languages in which they are less fluent.

3. Manage communication carefully

A lifeline for collaborative efforts, communication often goes more smoothly when it is among individuals who share similar worldviews, language, and cultural practices. Social, cultural, and cognitive-functional differences among staff add complexity to the communication process. It is not uncommon to find that individuals who are similar communicate more often and more effectively with one another. Individuals who are less similar can be, unintentionally, left out. Unfortunately for a collaboration, people with less access to information are unable to be as effective as those who do have information.

If we view communication as the act of sending and receiving information in oral and written form, we come to realize that communication is about human beings relating to one another. Therefore, staff that are aware and proficient in working with diversity in collaborative environments take special care with the communication process.

Ways Leaders Can Maximize Diversity

- ⊙ Pay exquisite attention to process: communication, decision making, conflict resolution, etc.
- ⊙ Make certain that dominant cultures do not overpower less-dominant individuals or groups.
- ⊙ Encourage team and alliance members to interact with all other members and to avoid “settling” into subgroups of like or similar individuals. Create bridges between diverse parties with different interests.
- ⊙ Help the group value its diversity and take advantage of it.
- ⊙ Provide coaching and mentoring so that all members can realize their potential. Give and receive performance feedback comfortably with all members.
- ⊙ Address performance problems; work to separate performance issues from diversity issues. Be sensitive to diversity issues, but don’t hide or let members hide behind differences as an excuse for poor performance.
- ⊙ Be aware of your own biases, and discuss them openly. Adopt ways other than your own. Let other team or alliance members teach you different ways of doing things, and then practice them. Be open to different ways of solving problems and accomplishing work goals.

The following are suggested tips for making certain that communication processes support a diverse staff working in collaborative ventures such as teams or alliances:

- ⊙ Establish and maintain ground rules for how colleagues will keep each other informed about ongoing work, contacts, problems, accomplishments, and progress.
- ⊙ Discuss the importance of communication processes serving all members equally well. Acknowledge that often communication can be easier among members who are more similar than different, and discuss the danger this presents to effectiveness.
- ⊙ Periodically monitor how members feel the communication process is working. Ask them to identify examples of communication working well and examples that indicate a need for improvement.
- ⊙ Establish the practice of dealing openly and constructively with problems and conflicts before they can seriously hinder performance. Social, cultural, and cognitive/functional differences affect how staff members react to problems and conflicts. Acknowledge this, and discuss it among the team or alliance members.
- ⊙ Establish and maintain agreements about how members will communicate virtually [see paragraphs on working virtually]. Find ways for all to have access to e-mail, or make special arrangements so those who do not have e-mail will not be left out. Appendix VIII contains guidelines for using e-mail and voice mail.
- ⊙ Encourage staff to discuss their different perspectives. Use the Cross-Cultural Communications Questionnaire in Appendix VI as a way to stimulate understanding.

4. Give performance feedback to individuals and organizations within the collaborative venture

Although giving (and receiving) feedback can be difficult, it is an important communication tool in successful collaborative efforts. Feedback is often even more difficult when individuals involved are diverse. Because diversity can cause people to become

uncomfortable in giving or receiving feedback, it may not be given and, of course, when feedback is not given the performance issue remains unaddressed. Thus, the would-be receiver has no opportunity to correct the behavior and to learn and grow from the experience. The behavior in question continues, other members become frustrated, and the performance problem persists or grows worse.

At the same time, many of us tend to define competency as how we would do a task or handle a situation ourselves. If other members' actions don't fit into our mental model of "competent," we may make judgments about their ability to contribute. Diversity brings different mental models of what is competent.

It is important to take special care to define roles, responsibilities, and performance standards. Members of collaborative ventures need to discuss the ways they will ensure that a common understanding is reached about job expectations, and about how performance feedback will be given/received from member to member or organization to organization.

The guidelines for giving and receiving feedback contained in the **Guidebook on Starting and Maintaining Teams** can be useful in reaching agreements on how feedback will be handled. Appendix VII presents a process for encouraging feedback between and among partners.

5. Give care and attention to how virtual work is carried out

Technology and globalization now have created an environment in which partnerships and alliances communicate and collaborate virtually, across boundaries of time, geography, and organization. Ironically, virtual communication can both exacerbate and minimize differences. Nearly all the complexities of social, cultural, and cognitive-functional differences can be heightened by the lack of face-to-face time. Relationships are harder to build and nurture. Phone conversations are even harder for individuals who are nonnative speakers.

These difficulties can cause staff from similar backgrounds to form subgroups even more quickly than they might if they could spend more personal face-to-face time

FIGURE 4

Ways Members Can Maximize Diversity

- ⊙ Remain conscious and purposeful about valuing diversity. Look for ways to appreciate it and speak about it; acknowledge the benefits diversity is bringing to the collaborative effort.
- ⊙ Put diversity on the topic periodically at meetings. Address this question: How is our diversity serving our best interests? Discuss and look for examples.
- ⊙ Break away from subgroupings to interact more with others.
- ⊙ See that work planning fosters diverse members working together.
- ⊙ Remain watchful about a few people dominating; draw out quieter, less-active members.
- ⊙ Give each another authentic positive feedback when something has gone very well.
- ⊙ Ask questions of one another to explore different viewpoints or perspectives. Enjoy the differences; resist the urge to try to convince others to think like you.
- ⊙ Be mindful of the ways stereotyping can limit one's ability to see reality; watch for stereotyping, and try to keep it at a minimum.
- ⊙ Expect members to give one another feedback. Build the skills needed to do this effectively.
- ⊙ Use the Team Diversity Climate Survey in Appendix IV periodically to help monitor how diversity is being used; discuss what changes or improvements are needed.

together. On the other hand, there is some evidence that, because the visual differences are not apparent in virtual settings, stereotypes and assumptions are made less frequently.

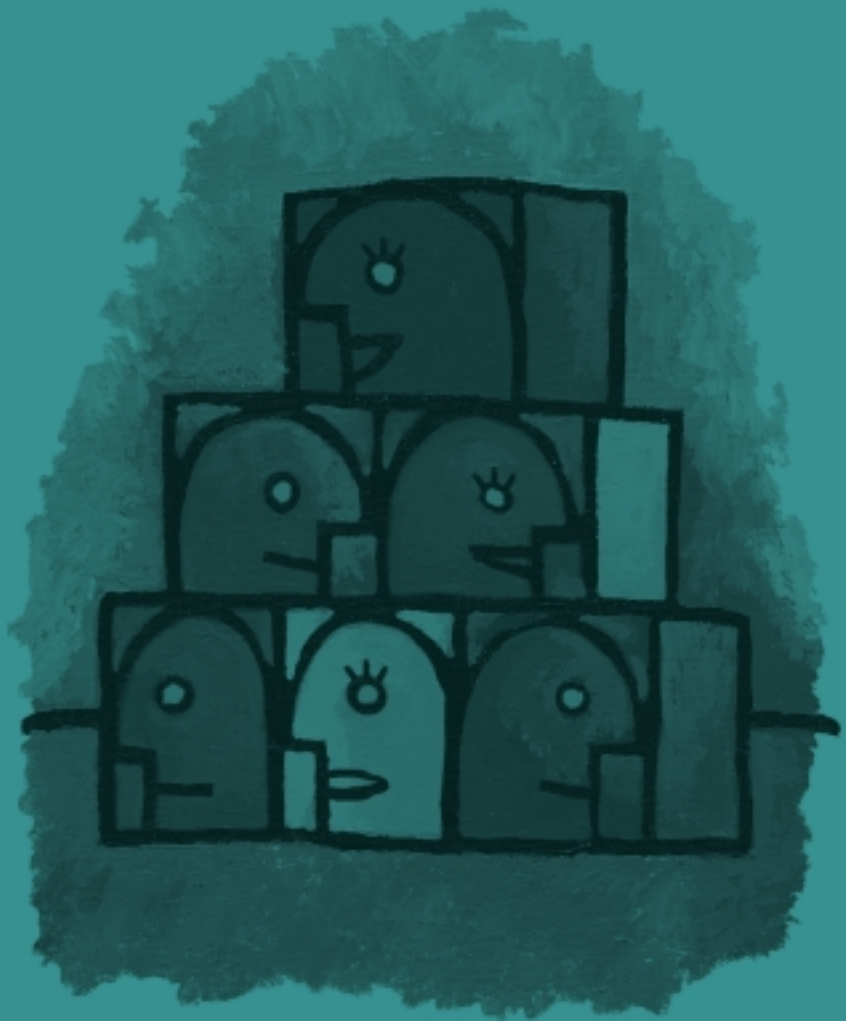
Members working virtually need tools, techniques, and decision-making strategies that work in virtual settings. [More information on working virtually can be found in the separate publication, *Tips and Tools on Strengthening Virtual Collaboration and Teamwork*.] Following are suggestions for working with diversity in virtual settings:

- ⦿ Have periodic face-to-face meetings, if only once a year. It is very difficult to form relationships and establish working norms without occasional face-to-face time.
- ⦿ Keep discussions on diversity alive in the partnership's virtual space. Create opportunities for members to continue learning about diversity within the group. Some collaborative efforts create a staff or member directory on their web site or on paper that shares diversity information about each individual along with a picture.
- ⦿ Establish and maintain ground rules for working together virtually. Such rules should include attendance at virtual meetings and ways to manage virtual communication.
- ⦿ Establish norms for communicating virtually. [See Appendix X for Guidelines for Using E-mail and Voice-Mail and Appendix XI for Conducting Virtual Meetings.]
- ⦿ Monitor virtual participation carefully to ensure that all group members are giving their input and being listened to. Conduct periodic climate surveys to ask members if they feel they are able to contribute fully and to influence the group's direction.
- ⦿ Monitor how people are feeling about their ability to influence, to make sure that members are not being marginalized due to social, cultural, cognitive/functional differences.
- ⦿ Make certain that all members have access to the technology and are comfortable using it. Offer coaching and assistance on technology if needed.

This section has identified a number of tips for working with diversity to strengthen collaborative efforts, both during the start-up phase and throughout the life of the collaborative venture. In summary, Figures 3 and 4 list actions that leaders and members can take to maximize diversity.

Chapter 5

CONCLUSION





Conclusion

RESPONDING TO TODAY'S GLOBAL, competitive environment, the CGIAR Centers are expanding and relying more and more upon collaborative modes, whether these be teams and partnerships or alliances. To be successful, however, such collaborations must purposefully address a number of key components: one of these is diversity.

Strategies for working with diversity can be woven effectively into collaborations from the very start. Beginnings are very important for building collaborative relationships in ways that value and support diversity; thus, as the team or partnership is being formed, it will be fruitful to explore and put into place ways to work with diversity. [See Chapter 4 for start-up tips; the Appendices, too, contain several tools for working with diversity during the start-up phase. Chapter 4 also contains tips for monitoring and nurturing diversity throughout the life of collaborative ventures.]

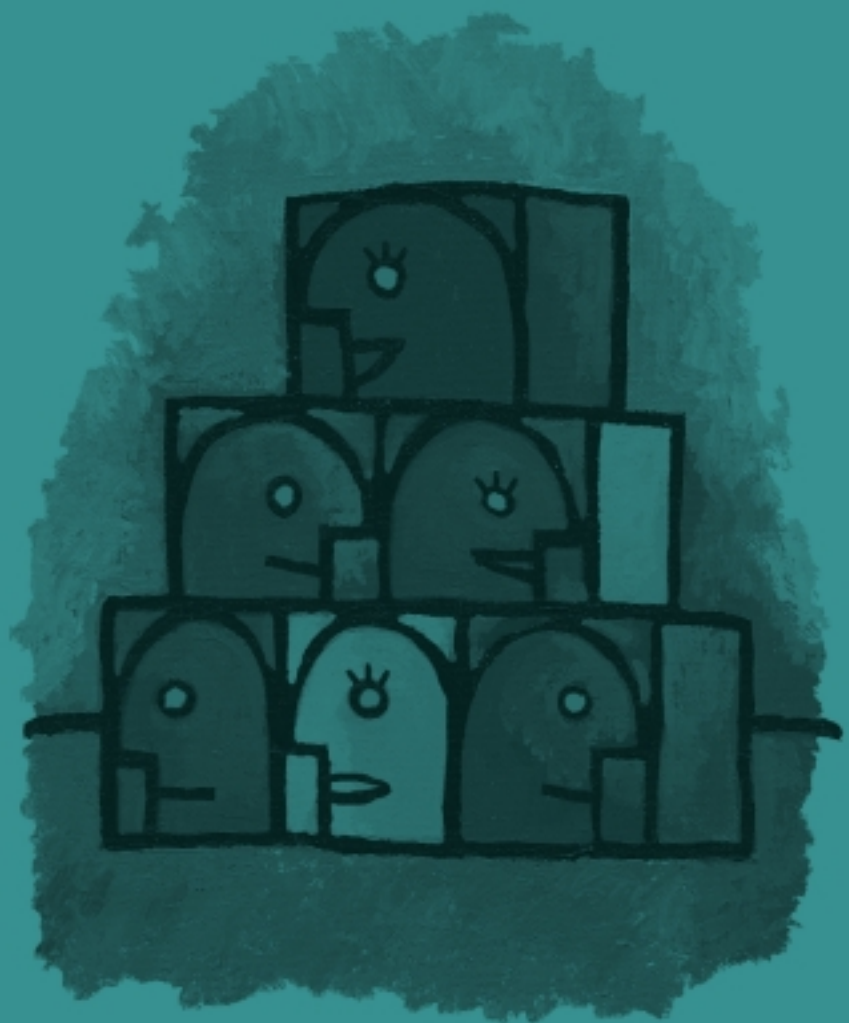
Working with diversity is a complex process. The three lenses highlighted in the CGIAR Gender and Diversity Program's A Framework for Action are a very effective way of defining and categorizing the complexities of diversity. Although it can be a challenge to gain the benefits these same complexities offer, diversity efforts can yield impressive results. This is particularly true when diversity is viewed as an asset to be nurtured and used appropriately rather than as a problem to be fixed.

Now, more than ever, Centers need to capitalize on their diversity — to enhance it by continuing to recruit in such a way that staff become increasingly diverse. Centers must also maintain supportive work environments that allow diverse staff to perform at their highest levels; moreover, the knowledge, experiences, perspectives, and values diverse staff members bring must be fully integrated into the organization.

Clearly, International Centers can realize substantial benefits from building more and more collaborative ventures and from paying heed to diversity within these ventures. When collaborative ventures create a goal of valuing diversity, teams and partnerships can weave diversity into the very fabric of their collaborations. Good diversity practices can only enhance the results of collaborations, as the goals of both collaboration and diversity consciousness are to enable people to work together in new ways to produce better results.

Besides presenting a rationale for the importance of celebrating diversity in collaboration, this publication offers tips and tools that leaders and members can use to help their collaborations yield the very best results possible. Although there is still much to be learned, there is also much to be gained. May we all have a productive journey in this quest.

Appendices





Appendices

IN THIS SECTION ARE ELEVEN TOOLS that can be used to increase awareness and proficiency in working with diversity. It is not expected that any single collaborative effort would use all these tools; instead one can select the tools that would be most beneficial. The following short paragraphs suggest how each tool might be used, and the tools then follow in sequential order.

Appendix I

CREATING A DIVERSITY BANK

This group exercise can help team or partnership members become more aware of the various kinds of diversity represented on the team, the strengths this diversity can bring to the team, and the challenges it might present. The exercise would require one to two hours depending upon the size of the group. While this exercise could be used at any time during the life of the collaborative effort, it would be particularly useful during the start-up or formation stage.

Appendix II

ASSUMPTION SCALE FOR DISCUSSING LEADERSHIP STYLES

The purpose of this exercise is to encourage individual members to reflect upon and make more explicit their assumptions about effective leadership. Social, cultural, and cognitive-functional differences often produce vastly differing beliefs about what constitutes effective leadership. If left unexamined and not discussed openly, it is highly likely that with diverse groups dissonance, confusion, and even irritation will occur.

The assumption scale could be used between one member and the leader to explore their differences; however, it is especially useful if all partnership or alliance members respond and all discuss their differences. It could be used at any time during a collaborative venture, but it is often a good idea to do it in the early stages before any disappointments occur because of differing expectations.

Appendix III

STRUCTURED DISCUSSIONS TO STRENGTHEN AWARENESS AND SKILL IN WORKING WITH DIVERSITY

Structured discussions are meant to allow team and partnership members to talk openly about issues of diversity and, if appropriate, reach consensus on how the issue will be addressed within the team or partnership. This appendix contains guidelines for leading a structured discussion on three different topics: power equity, increasing awareness of per-

sonal diversity, and building trust. It is expected that discussions on each topic would take from one to three hours, depending upon the size of the group. Each could be done alone, or any could be combined to cover more than one topic.

Appendix IV

ADDRESSING DIFFICULT PARTNERSHIP ISSUES¹⁴

This appendix provides information about why partnerships succeed or fail, based upon research conducted on mergers and acquisitions for PriceWaterhouseCoopers. It presents a model for the stages of partnership development, along with questions that can help determine the position of the partnership within that model and identify actions that can help move the partnership to the next stage

Appendix V

DIVERSITY CLIMATE SURVEY

This tool provides an opportunity for a team or partnership to assess its current proficiency in working with diversity. It is expected that a number of members would respond to the survey, indicating how effectively they felt this collaborative effort was working with diversity. The survey results could be tabulated, communicated to all, and used as a foundation for improvement. The survey could also be followed by small-group discussion in which members shared and compared their responses. Assessment surveys are particularly useful after the collaboration has been underway for a while, as it then can encourage members to plan how they might strengthen their skills.

Appendix VI

ASSESSING YOUR PERSONAL DIVERSITY AWARENESS AND PROFICIENCY

The purpose of this tool is to encourage individual staff members to assess their own skill in areas that are important for proficiency with diversity issues. It is meant to increase awareness of what proficiency with diversity might entail as well as encourage individuals to think carefully about how effectively they are carrying out these skills. Of course it can be given to people and then followed with one-on-one discussions with a facilitator or group leader.

The assessment can also be given to individuals in a group setting. In this case, the questionnaire would be followed by group discussion. If leading a group discussion on questionnaire results, one might ask these questions: Which items did you rate yourself highest on? [Take several examples.] Where did you rate yourself lowest? [Take several examples.] How might we strengthen our performance in the areas where we gave ourselves lower ratings?

Appendix VII

SHARING PARTNERSHIP CULTURE¹⁵

This appendix presents a useful framework for organizations to share aspects of their particular organizational culture. It also presents a process to use for encouraging feedback between and among partners.

Appendix VIII

TIPS FOR JOURNALING TO INCREASE DIVERSITY AWARENESS AND PROFICIENCY

Many people find that keeping a journal is a good way to become more observant about what they are experiencing and to learn and grow from this effort. Journals allow time to reflect, to keep track of feelings, reactions, and learnings. This page could be used repeatedly by members, especially in connection with a situation or event that went extremely well or one that did not.

Appendix IX

CROSS-CULTURAL VALUES AND COMMUNICATIONS QUESTIONNAIRE

This questionnaire provides a mechanism for group members to explore some of their differences and can be a useful tool during the start-up process. Everyone in the group responds to the questions, after which people all share and compare their responses. Of course, there are no right or wrong answers. This questionnaire, which can promote humor and fun, should be treated lightly; however, the discoveries about different perspectives can be very useful.

Appendix X

GUIDELINES FOR USING E-MAIL AND VOICE MAIL IN SETTINGS WITH DIVERSE STAFF

Many teams and partnerships do a good deal of their work virtually. The items in this appendix can serve as guidelines, or codes of conduct, for collaborative efforts. These guidelines could be distributed to the group along with discussion. It will be most effective if the group itself agrees to follow these guidelines, making modifications when appropriate; it is less effective for a leader to simply distribute the guidelines and direct the group to observe them.

Appendix XI

GUIDELINES FOR CONDUCTING VIRTUAL MEETINGS

Many collaborative ventures require meetings to be conducted over the phone and sometimes in videoconference settings. The guidelines in this appendix can help make these virtual meetings more effective.

Appendix I

CREATING A DIVERSITY BANK

Using the following directions, leaders or meeting facilitators can guide group members through an exercise to heighten awareness of the diversity represented on the team or partnership.

This exercise will probably take about an hour, although it could be more or less depending upon the size of the team. The purpose of the exercise is to help members become more aware of (1) the various kinds of diversity represented in the group, (2) the strengths this diversity can bring, and (3) the challenges it might present.

1. Begin by saying that it is important for the group to consider its diversity and to be purposeful about making sure the team or partnership captures the full benefit of this diversity. Ask members how they would define diversity. Take a few examples. State that diversity in the International Centers is an asset to be used and developed, rather than a problem to be managed.
2. Explain that the following exercise will allow the group to better understand all the diversity represented on the team or partnership. Explain that flipcharts are placed around the room for people to identify their diversity: (1) a chart for the social differences represented in the group; (2) one for cultural differences; and (3) one for cognitive-functional differences.

Define these three lens in the following ways, and give examples for each. [You might want to have these written on a sheet you can distribute to members.]

►► Social differences lens

Focuses on differences shaped by membership in identity groups that reflect salient social categories such as race, gender, ethnicity, class, age, or sexual orientation. An identity group is a group whose members have participated in equivalent historical experiences, are currently subjected to similar social forces, and as a result may have consonant world views.

►► Cultural differences lens

Focuses on cultural differences of diverse nationalities or ethnic groups, or even organizations, and the implications of these. Culture is defined as a patterned way of thinking, acting, feeling, and interpreting. It comprises norms, values, beliefs, and expressive symbols that members of a group use to create meaning and interpret behaviors.

►► Cognitive-functional differences lens

Focuses on diversity in task-related knowledge, skills, and experiences as well as differences in styles by which individuals access information and acquire knowledge. Task-related knowledge and skills are shaped primarily by educational background, disciplinary training, organizational tenure, or organizational function, specialization, and level. Functional and disciplinary diversity works with differences in the content and skill aspects of task-related differences. Cognitive diversity includes the range of styles people employ to access information and knowledge, and then analyze and apply it.

3. Give everyone plenty of colored “stickies.” Ask them to...
 - » Think of all the social identity groups they might belong to and write **each one on a yellow sticky** and post on the flipcharts labeled social diversity.
 - » Reflect upon the cultural groups they might be a part of and write **each one on a yellow sticky** and post on the flipcharts labeled cultural differences.
 - » Think of their functional and cognitive aspects and write **each one they feel plays a factor in defining themselves on a yellow sticky** and post on the flipcharts labeled cognitive-functional differences.

Members should be up and walking around attaching their yellow stickies to the flipcharts. When questions arise about which category some things fit into, suggest that people put these in the category where they feel the items belong — since there is no hard and fast line between categories. The point is to display the diversity, not to debate which category each fits into.

4. When finished, have the group look at each of the three categories in turn, spending a few minutes on each one. Ask the group questions to stimulate discussion: What kinds of diversity do we see reflected in this category? Are there any surprises? Usually people are surprised at the many differences reflected.

Ask the group to reflect upon the display of diversity represented by the team members. Ask this question: What strengths does this diversity bring to our team? List responses on the flipchart. Then ask: Are there gaps – differences that we will need in order to do our work? List responses on the flipchart.

Then ask the group to brainstorm a list of ways they as a team can make sure this diversity strengthens and improves the group’s work. Chart this also.

5. Close the exercise. Have the flipcharts written up and distributed to all members.

Appendix II

ASSUMPTION SCALE FOR DISCUSSING STYLES OF LEADERSHIP

The questions in the following assumption scale allow each individual to think about and make her/his assumptions about leadership more explicit. Of course, there are no right or wrong answers. What is important is exploring how individual responses vary, and to use this to engage in discussions about how leadership should be carried out in this team or partnership venture.

Please respond to each question, using the following one to five scale.

1. **Disagree strongly**
2. **Disagree somewhat**
3. **Don't feel strongly either way**
4. **Agree somewhat**
5. **Agree strongly**

1. It is important that leaders be experts in most of the areas with which the team or partnership is involved.

1 2 3 4 5

2. Teams and partnerships work more effectively when leaders are decisive — that is, make the decisions so that members can get on with their work. Too much involvement of members in decision making is cumbersome and time consuming.

1 2 3 4 5

3. Most of the communication among members should be routed through the leader(s), who should coordinate this communication and decide what is relevant to pass on to others.

1 2 3 4 5

4. Leaders should facilitate and manage the decision-making process, but most of the decisions should be by the members.

1 2 3 4 5

5. Leaders should resolve conflicts. They should listen to all sides of the issue and then make the decision that is best for the collaborative venture.

1 2 3 4 5

6. Leaders should be directly involved in doing the work of the team or partnership — not too removed, busy doing other work, or spending all their time “managing” individual members.

1 2 3 4 5

7. Leaders should be responsible for managing performance of all individual members. If a team member or one of the partner organizations is not performing to standard, the leader should confront the issue directly and quickly.

1 2 3 4 5

8. Leaders should monitor how the team or partnership is working with its diversity, making certain that diversity is an asset not a hindrance. Leaders who see that diversity might be an issue should bring it up to the group immediately.

1 2 3 4 5

Appendix III

STRUCTURED DISCUSSIONS TO STRENGTHEN AWARENESS AND SKILL IN WORKING WITH DIVERSITY

Structured discussions are a means by which team and partnership members can talk about issues of diversity and, if appropriate, reach consensus on how the issue will be addressed within the team or partnership. The following are guidelines for leading structured discussions on —

- ⊙ **Power equity**
- ⊙ **Increasing awareness of personal diversity**
- ⊙ **Building trust.**

LEADING DISCUSSIONS ON POWER EQUITY

1. Explain that the purpose of this discussion is to think together about how this collaborative effort can achieve and maintain a reasonable balance of power among individuals (teams) and organizations (partnerships).
2. Plan for this discussion to take from one to three hours, depending upon the size and complexity of the group.
3. Put these questions on the flipchart:
 - ⊙ How would we define power?
 - ⊙ What is it that people in organizations perceived as powerful have that others don't?
 - ⊙ How do we pay attention so we all have the ability to influence and persuade others?
4. Take each question in turn. You may want to use our definition of power in teams and partnerships: the ability to influence and persuade others within the context of the work going on and the decisions being made.
5. Responses to the third question should be written on the flipchart so all members can see them. Facilitate so the group reaches agreement on three to five things they agree to do to ensure that all members are able to influence how work is done and decisions are made. Type up and distribute to all members, and agree upon when to review to assess progress.

LEADING DISCUSSIONS TO INCREASE AWARENESS OF PERSONAL DIVERSITY

1. Introduce the diversity lens by framing it as a critical way to ensure that we are creating the most-conducive work environment for people of diverse social, cultural, and functional-cognitive backgrounds to succeed. Briefly describe all three lenses.

Social differences lens. Focuses on social identity, which is defined by the cultural, historical, social and political context in which an individual or group is operating. This has to do with race, gender, ethnicity, class, age, and sexual orientation.

Cultural-differences lens. Focuses on the degree of difference or similarity that exists between cultural norms of the individuals within the group. This has to do with work behaviors, communication styles, leadership styles, values and norms, language, and more. The cultural-differences lens helps explore how social relations, work behaviors, expectations, and outcomes in organizations are affected by culture and cultural differences.

Cognitive-functional lens. Focuses on diversity in task-related knowledge, skills, and experiences as well as differences in styles by which individuals access information and acquire knowledge. Task-related knowledge and skills are shaped by educational background, disciplinary training, organizational tenure, or organizational function, specialization, and level.

2. Divide participants into three small groups. Assign each group a different lens. Ask them to complete the task assigned to their lens and be prepared to give a brief summary of their group's diversity discussion.

Tasks for Social-Differences Group

- ⦿ Identify the social differences and similarities of individuals in your group.
- ⦿ Discuss examples of individuals having experienced inclusion, exclusion, privilege, or deprivation.
- ⦿ Identify what has facilitated or impeded your ability to function effectively regardless of differences.

Tasks for Cultural-Differences Group

- ⦿ Identify the cultural differences within this group.
- ⦿ Discuss when you have felt your cultural identity has been a positive force and when you have perceived it as a negative force.
- ⦿ Identify what has facilitated or impeded your ability to function effectively regardless of this difference.

Tasks for Cognitive-Functional Group

- ⦿ Identify the cognitive-functional differences within your group.
- ⦿ Discuss when you have felt your cognitive-functional identity was a positive force and when it was negative.
- ⦿ Identify what has facilitated or impeded your ability to function effectively regardless of this difference.

3. Ask each group to report briefly on their discussions.
4. Conclude with these general questions to the group.
 - ⦿ What did you discover or learn as you discussed this lens?
 - ⦿ From this collaborative effort, what advice might we give ourselves for working more effectively with diversity?

LEADING DISCUSSION ON BUILDING TRUST

1. Explain that the purpose of this discussion is to develop a list of principles of trust that the team or partnership can use to increase trust among members. You can expect this discussion to take one to two hours depending upon the size of the group.
2. Put the following questions on the flipchart:
 - ⦿ Thinking of our team (or partnership), what do we mean by trust?
 - ⦿ Why is it important?

Facilitate a group discussion of these questions.

3. Then ask people to reflect upon past experiences and think of a situation in which they felt a great deal of trust existed and a situation where there was distrust. Give them a few minutes to think about this and to perhaps jot down some notes.

Without revealing details that people might want to keep confidential, ask participants to identify what contributed to the trust they felt in their first situation. Take a few examples. Then ask group members to identify what they feel contributed to the distrust in their second situation. Take a few examples.

Summarize the factors that contributed to trust and those which contributed to distrust.
4. Suggest that the group develop a list of principles which, if followed, could contribute to an atmosphere of trust within the team or partnership. Write people's suggestions on the flipchart. Work with the group to reach agreement on several (five or six but not more than ten) that the team or partnership could agree to follow.
5. Agree to type out these trust principles, and distribute them to members. Suggest that group members revisit these principles in six months to see how they are doing at using the principles in day-to-day work.

Appendix IV

ADDRESSING DIFFICULT PARTNERSHIP ISSUES

PARTNERSHIP FAILURE AND SUCCESS

The following table, gathered from research on mergers and acquisitions for Price-WaterhouseCoopers, outlines reasons for partnership failure and success.

Reasons for Merger Failure	Does this apply to your partnership?	Reasons for Merger Success	Does this apply to your partnership?
<ul style="list-style-type: none"> ⦿ Lack of focus on value driving actions ⦿ Belief that cultures cannot change ⦿ Belief that cultures can be blended gradually, the contagion approach ⦿ Belief that preaching vision and values will change everything 		<ul style="list-style-type: none"> ⦿ Determining effective partnership behaviors ⦿ Appointing partnership role models ⦿ Recognition ⦿ Peer support ⦿ Publishing defining moments ⦿ Leaders who lead by example ⦿ Ability to share bad news ⦿ Leaders who understand all of the above 	

A Plan to Deal with Failure Factors	A Plan to Increase Success Factors

STAGES OF PARTNERSHIP DEVELOPMENT

Those involved in partnerships sometimes don't talk about difficult partnership issues because they do not understand they are in a process and cannot see past the current problems. The following is an overview of the stages partnerships sometimes experience.

1. Starting

- ⦿ Members feel hopeful.
- ⦿ People wonder what will happen to their culture.
- ⦿ People wonder what will happen to them personally.
- ⦿ Cultural differences arise.
- ⦿ Both sides may be upset with the behavior, perceived attitude of the other.
- ⦿ Some may feel resentful.
- ⦿ Opinions held by certain members of one culture may be kept hidden from the other culture.
- ⦿ "Corridor talk" takes place.
- ⦿ Output is low.

2. Sharing

- ⦿ Crisis stimulates open discussion of the hidden cultural issues.
- ⦿ Both sides insist their view is correct.
- ⦿ Stalemate can often result, with people blaming each other.
- ⦿ Output is still low.

3. Improving

- ⦿ Partners develop a healthy recognition that different views and values exist within the partnership.
- ⦿ Both sides are willing to work together.
- ⦿ Output is now moderate to high.

4. Excelling

- ⦿ Respect for the views of the other is high.
- ⦿ People are now willing to understand the point of view of others.
- ⦿ Inclusive solutions are developed.
- ⦿ Inclusiveness is becoming generalized throughout the partnership.
- ⦿ Output is high.

This model has several benefits:

- ⦿ It helps people see that (a) partnership development follows a general pattern and (b) confusion and conflict are a normal part of becoming more effective as partners.
- ⦿ It gives a model against which the progress of the partnership can be measured.
- ⦿ By understanding the cycle, the partners can take an active approach to managing each stage of their development.
- ⦿ Whenever there is a crisis or problem, the partners may revisit various stages, work through the new situation, and establish some guidelines for dealing with the issue.
- ⦿ It legitimizes talking about the difficult partnership and cultural issues.

Where is this partnership?

1. Starting
2. Sharing/confronting
3. Improving
4. Excelling

What is blocking movement to the next stage?

What would help move to the next stage?

Stages of Partnership Development

	STARTING	SHARING	IMPROVING	EXCELLING
C H A R A C T E R I S T I C S	<ul style="list-style-type: none"> ⊙ Uncertain ⊙ Tentative ⊙ Serious topics avoided ⊙ Management direction possibly unclear ⊙ Goals and expectations possibly unclear ⊙ Polite 	<ul style="list-style-type: none"> ⊙ Conflict surfacing ⊙ Team still organizing ⊙ Goals still unclear ⊙ Criticism of each other ⊙ Defensiveness 	<ul style="list-style-type: none"> ⊙ Members sorting out rules ⊙ Commitment to task ⊙ Differences being worked out ⊙ Harmony ⊙ Emerging sense of team competence and pride 	<ul style="list-style-type: none"> ⊙ People fully functional ⊙ High cooperation ⊙ Organized ⊙ Innovation and creativity high ⊙ Initiative high ⊙ Respect for differing talents
M E M B E R S	<ul style="list-style-type: none"> ⊙ Talk a lot ⊙ Polite ⊙ Anxious, fearful ⊙ Looking for sense of belonging ⊙ Hopeful ⊙ Hide upsets ⊙ Lots of "corridor talk" 	<ul style="list-style-type: none"> ⊙ Disagree with one another ⊙ Compete for informal leadership ⊙ Resist commitment 	<ul style="list-style-type: none"> ⊙ Feel comfortable ⊙ Sense of belonging ⊙ Share willingly ⊙ Take pleasure working together 	<ul style="list-style-type: none"> ⊙ Function well as individuals and team ⊙ Real cooperation ⊙ Cultures respected ⊙ High personal growth
L E A D E R S	<ul style="list-style-type: none"> ⊙ Provide direction ⊙ Get to know team ⊙ Create positive atmosphere ⊙ Give people clear tasks ⊙ Sensitive to need for direction 	<ul style="list-style-type: none"> ⊙ Set example by talking about difficulties ⊙ Open up differences ⊙ Encourage multiple views ⊙ Help people "vent" 	<ul style="list-style-type: none"> ⊙ Facilitate norms/rules ⊙ Enforce norms ⊙ Provide direction when stuck ⊙ Drive for consensus ⊙ Encourage team to review ⊙ Celebrate 	<ul style="list-style-type: none"> ⊙ Participate, consult, inspire ⊙ Involved in tasks as needed ⊙ Keep communication flowing ⊙ Remind about new vision ⊙ Celebrate

MATERIALS IN APPENDIX IV CONTRIBUTED BY PHILIP MERRY CONSULTING GROUP PTE LTD

Appendix V

DIVERSITY CLIMATE SURVEY

This tool provides members an opportunity to assess the current proficiency of their team or partnership in working with diversity. Respond honestly. The survey is intended to encourage honest and constructive assessment so that improvements can be made.

Use the following five-point scale to indicate your team or alliance's current level of effectiveness.

1. **We are seriously lacking in this area.**
2. **We are inconsistent and need to focus on improvement.**
3. **We are doing this with regularity.**
4. **We are doing this well, to an advanced level.**
5. **We do this in an exemplary way and can be used as a "best practice" or model to others.**

1. Our team or partnership is composed of individuals who come from a variety of different cultural backgrounds. We are purposeful in selecting team members or organizational partners who bring different perspectives.

1 2 3 4 5

2. We are good at listening to one another. We seek to understand before we disagree or debate. We engage in listening actively – using questioning, paraphrasing, and summarizing — to enable us to understand one another better.

1 2 3 4 5

3. We are open to new and different ways of doing things. We use our diverse backgrounds, skills, and experiences to heighten our creativity and innovation.

1 2 3 4 5

4. We are comfortable discussing whether problems are task related or culturally based.

1 2 3 4 5

5. We are respectful of staff who are working in a language that is sometimes difficult for them. We wait for them to complete sentences and don't interrupt before they are finished.

1 2 3 4 5

6. We know that writing in another language is often difficult. We are tolerant of writing that is not perfect, and when “ perfect writing” is called for, we assign it to native speakers or otherwise help one another.

1 2 3 4 5

7. We are patient. We know it sometimes takes more time for us to understand one another, to solve problems, and develop strategy. We stay with it; we do not defer to the dominant culture and just let them take the lead.

1 2 3 4 5

8. We have set up ground rules to address cultural issues before they become problems.

1 2 3 4 5

9. I am able to participate fully on this team or partnership. My opinions are listened to. My perspective is respected. I have as much influence on the team or partnership as most others do.

1 2 3 4 5

10. We don't simply tolerate our diversity; we enjoy it.

1 2 3 4 5

Appendix VI

ASSESSING YOUR PERSONAL DIVERSITY AWARENESS AND PROFICIENCY

Collaborating staff who are diversity aware and proficient tend to perform in certain ways. Using the following five-point scale, indicate your current level of effectiveness in working with diversity.

1. I am seriously lacking in this area and need to improve.
2. I am inconsistent and need to focus on improvement.
3. I do this with regularity.
4. I do this well, to an advanced level.
5. I do this in an exemplary way and can be used as a “best practice” or model to others.

1. Listen actively to what others are saying; use the active listening skills of questioning, paraphrasing, summarizing, and encouraging.

1 2 3 4 5

2. Monitor discussion and dialog to ensure that all have an opportunity to voice their opinions.

1 2 3 4 5

3. Careful not to have more conversations with individuals who are most like me in social, cultural, or functional ways.

1 2 3 4 5

4. Aware of my colleagues’ diversity — social, cultural, and functional — and understand the similarities and differences represented.

1 2 3 4 5

5. Respectful of staff members working with a language other than their native tongue: for example, waiting for these staff to complete their sentences rather than finishing for them.

1 2 3 4 5

6. Purposefully work to increase comfort levels with all colleagues with whom I am working collaboratively; do not just spend time or talk with a few.

1 2 3 4 5

7. Able to give and receive feedback with people who are different from me socially, culturally, or functionally.

1 2 3 4 5

8. Demonstrate appropriate curiosity about the diversity of others — ask questions, demonstrate interest, enjoy learning about these differences.

1 2 3 4 5

9. Show awareness that my own social, cultural, and cognitive-functional background or preferences influence perceptions and behavior. Consistently seek to understand this more fully and be alert to how it might be affecting other team members.

1 2 3 4 5

10. Aware of my own biases and able to talk about them openly with others; asking for help in overcoming biases that could hurt our collaborative work together.

1 2 3 4 5

11. Quick to give praise and recognition for good work; careful to acknowledge the contributions of all parts of the team.

1 2 3 4 5

12. Aware that different cultures and individuals have different views and habits about using time: What constitutes "being on time"? What constitutes "being late"? Is punctuality valued in the same way by everyone? Encourage discussion of this within the team and am sensitive to complying with team norms around use of time.

1 2 3 4 5

Appendix VII

SHARING PARTNERSHIP CULTURE

The following is a framework parties to a collaborative venture can use to describe their cultures to others. In the left column are several major cultural influencers: heroes, history, environment, or geography, religion, and sayings. The next two columns provide opportunities to indicate how this concept has influenced your culture's values and behavior.

CONCEPT	VALUE	BEHAVIOR
HEROES		
HISTORY		
ENVIRONMENT-GEOGRAPHY		
RELIGION		
SAYINGS		

Appendix VIII

JOURNALING TIPS TO INCREASE DIVERSITY AWARENESS AND PROFICIENCY

In new situations where there is little time to reflect upon your experiences, keeping a journal allows you to keep track of your feelings, reactions, and learnings. When you are working in new, highly collaborative settings and wish to increase your understanding of diversity, answer the following questions after each major or important interaction.

1. What was this interaction about? What was its focus?
2. What were the personal and work challenges this brought up for me?
3. What were my feelings during and after this event?
4. Which diversity dimensions apply to this situation?
5. What did I learn about myself? About diversity?
6. What will I do the same and or differently the next time?

Appendix IX

CROSS-CULTURAL VALUES AND COMMUNICATIONS QUESTIONNAIRE

Think about your daily interaction with people from different cultures and respond to the questions using the scale that follows. You may occasionally find that your answer differs according to whoever you see yourself interacting with. In this case you can mark, "it depends," but also make a note of the circumstances that would make you answer differently.

1. Strongly agree
2. Agree
3. It depends
4. Disagree
5. Strongly disagree

1. Older or more-senior people should always speak and greet you first.

1 2 3 4 5

2. You should always think through what you are going to say before saying it.

1 2 3 4 5

3. You should wait until you are asked to speak rather than shouting out.

1 2 3 4 5

4. Speaking at the same time as someone else is rude.

1 2 3 4 5

5. Expressing strong emotion is inappropriate at work.

1 2 3 4 5

6. One should not argue with one's manager.

1 2 3 4 5

7. I sometimes launch straight into talking about work before greeting someone and asking how he or she is.

1 2 3 4 5

8. Meetings need to be strongly directed by one person, who will then probably talk the most.

1 2 3 4 5

9. Conflicts are best smoothed over or approached indirectly.

1 2 3 4 5

10. What people say is much more important than their body language.

1 2 3 4 5

11. When people invite you to their home, you should always go.

1 2 3 4 5

12. Meaningful relationships happen only when you are on first-name terms.

1 2 3 4 5

13. Smiling is always helpful to put people at their ease.

1 2 3 4 5

14. If there is no chance to introduce myself properly, I find it hard to fully participate.

1 2 3 4 5

15. When communicating with another person, it is always best to establish and maintain eye contact.

1 2 3 4 5

Appendix X

GUIDELINES FOR USING E-MAIL AND VOICE MAIL IN SETTINGS WITH DIVERSE STAFF

1. Agree that all members check their voice mail every day and return calls within 24 hours.
2. In voice mail messages, state your name and telephone number at the beginning and end of the message. Keep the message short and to the point. Make your request clearly, and limit it to one or two items. Be clear about what you need, when you need it, and how you want to receive it.
3. Each individual checks e-mail every day and responds to messages within 24 hours.
4. If a team or alliance member is going to be out of the office, let others know and leave an "out-of-the-office alert" on voice and e-mail.
5. In using e-mail, send messages only to individuals who need to be included. Don't overload the system. Ask for confirmation that messages and documents have been received.
6. E-mail messages are to be used for updating and exchanging information only. There are to be no surprises over e-mail about problems. Interpersonal issues are not to be resolved using e-mail; use the telephone or a face-to-face meeting.
7. All agree that if they receive an e-mail or voice mail message that causes discomfort, they will withhold judgment or an emotional reaction until the intent behind the message can be more fully understood. In virtual settings and in dealing with diversity, it is important to give one another the benefit of the doubt: quick to anger or quick to blame are not helpful reactions. The individual who is feeling discomfort agrees to contact the message sender to explore the issue more fully, and to do this in a timely manner.

Appendix XI

GUIDELINES FOR CONDUCTING VIRTUAL MEETINGS (AUDIO OR VIDEO)

1. Define a specific purpose and time.
2. Distribute the agenda and any prework prior to the session. Allow enough time for participants to complete any prework.
3. Gather opinions about more-mundane items before the meeting, so that people will not need to take time to discuss unimportant topics.
4. If appropriate ask participants to think about specific questions or issues prior to the meeting. This often helps diverse staff participate more fully.
5. Limit participation to no more than seven or eight active participants. More can listen in.
6. During the meeting, tell people who will be facilitating or running the meeting.
7. Ask who is online at the beginning of the session, and ask everyone to introduce themselves.
8. Request that mute buttons be used when people are not speaking.
9. Ask people to identify themselves before participating in discussion.
10. If the discussion topic(s) are complex, provide “think breaks.” This will help diverse staff prepare their thoughts.
11. If people have to leave, ask them to tell the group beforehand.
12. Monitor participation to encourage balance. Go “around” the room virtually, asking people one by one for their opinions.
13. Ask people to speak slowly and clearly, since communicating by phone is particularly difficult for non-native speakers.
14. At the end summarize the discussion, and distribute minutes within two days.
15. If virtual meetings are conducted periodically, ask the group from time to time what they are finding effective and what ways they believe the management of virtual meetings might be improved.



End Notes

- 1 Merrill-Sands, D., Holvino, E., and Cumming, J. Working With Diversity – A Framework for Action. (p. 3). Center for Gender in Organizations (CGO), Simmons Graduate School of Management, Chaos Management, Ltd.
- 2 Merrill-Sands, D., Holvina, E. and Cumming, J. Working with Diversity – A Framework for Action (p. 8). Center for Gender in Organizations (CGO), Simmons Graduate School of Management and Chaos Management Ltd.
- 3 Ibid.
- 4 Ibid.
- 5 Canney Davison, Sue and Karen Ward. Leading International Teams. London: McGraw-Hill Publishing Company, 1999.
- 6 It is not the intent of this paper to cover all the aspects of working with diversity that are covered in the work done by the Gender and Diversity Program of the CGIAR. Readers are urged to use the publication, Working with Diversity, A Framework for Action (Merrill-Sands and Holvino) to further increase their understanding.
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- 8 Katzenbach, J. and Smith, D. The Wisdom of Teams. Harvard Business School Press, Boston, MA. 1993.
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- 11 Kantor, R. Moss. "Collaborative Advantage: The Art of Alliances." Harvard Business Review.
- 12 D. Cohen & L. Prusak. In Good Company: How Social Capital Makes Organizations Work; Harvard Business School Press, 2001.
- 13 Ibid. Pages 25-27.
- 14 Philip Merry Consulting Group Pte Ltd.
- 15 Ibid.